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ABSTRACT

Following more than 2 years of study and research, the faculty of the College of Education developed a plan whereby the student experience is focused on three major elements: a) the Individualized Learning System, b) the Field Experience, and c) the Personal Development Experience. These three elements are integrated to constitute a total learning package (L-PAC). L-PACs are units of work with specific objectives, learning activities, and an evaluation plan. The student progresses through the required and elective L-PACs at his own pace. The Field Experience component is also competency oriented, and each course includes a number of field experiences which expose the student to public school classrooms and other work with children. The university professor and the cooperating teacher share the responsibility for developing a list of competencies. The Personalized Development Experience involves students in small interaction groups designed to develop self-understanding and human relation skills. A number of the L-PACs have both required and optional learning seminars, in which the faculty member serves as a resource person to the student. Evaluation of a student's progress is based on completion of objectives, thus dropping the traditional grade system. (Author/JA)

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The COPE Program

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UNIVERSITY OF WISCONSIN
SUPERIOR, WISCONSIN
54880

November 1973 College of Education

AACTE Distinguished Achievement Award Entry

COMPETENCY-ORIENTED PERSONALIZED EDUCATION PROGRAM

In a departure from the traditional approach to teacher preparation, the University of Wisconsin-Superior has designed and put into operation a new program. Following more than two years of study and research, the faculty of the College of Education proposed a plan whereby the student experience is focused on three major elements: (1) The Individualized Learning System, (2) The Field Experience, and (3) The Personal Development Experience. These three elements are integrated to constitute a total learning package. The core of the C.O.P.E. Program is the Learning Package (L-PAC) which directs the individual student in his learning efforts. L-PACs are units of work with specific objectives, learning activities, and an evaluation plan. The student progresses through the required and elective L-PACs at his own pace. A number of the L-PACs have required and optional learning seminars designed to insure professor-student relationships throughout the experience and the faculty member serves as a resource person to the student as he works through the program. The Field Experience component is also competency-oriented and each course includes a number of related and meaningful field experiences which expose the student to public school classrooms and other experiences related to working with children. A list of competencies deemed necessary for success in teaching provide the basis for the guidance and evaluation of the student in this work. The University supervisor and the

cooperating teacher share in the responsibility for determining that these competencies exist. The Personalized Development Experience is a student involvement in small interaction groups designed to develop self-understanding and human relations skills. These are designed to assist the prospective teacher to use a positive approach to teaching.

A major change brought about by this program is a shift in focus from a teacher-centered university classroom to a learner-centered learning environment. Responsibilities for many decisions concerning learning experiences rest with the student. The major goal of this program is that students become self-directed learners.

Evaluation of student's progress is based on completion of objectives. Therefore, a traditional letter grade system has been dropped and courses are either Passed or Incomplete. In order to provide the student, prospective employers, and university officials a report on the student's achievement, a profile of achieved competencies is developed for each student. At the completion of the program this profile will become a permanent part of the student's university and placement files.

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UNIVERSITY OF WISCONSIN-SUPERIOR

The Development of the Competency Oriented Personalized Education Program

In order to more clearly reflect the newer dimensions in the programs designed to prepare teachers and to incorporate the results of research and study that have been taking place in the last few years, the College of Education at the University of Wisconsin-Superior embarked on an in-depth study in review of the Professional Education sequence dealing with the preparation of teachers. In the Fall of 1969 the Dean of the College of Education appointed a committee to begin the task of reviewing the total Teacher Education Program, nursery school through twelfth grade. This committee was made up of faculty members who were nominated by their respective division directors. Six individuals were named to the original committee. It was the feeling of the group that certain kinds of input would be necessary for this study and this input was to come from three distinct areas:

1. former graduates of the College of Education and the educational leaders in the public schools in Wisconsin and Minnesota,
2. the professional judgments of the professors in the College of Education, and
3. from the results of reviews of literature, research, and contemporary materials.

There were two formal surveys conducted to provide general backg und information. Dr. Gilberts and Dr. Ambrose surveyed more than 300 graduates from the past five years and the results indicated very strongly that the students felt they were well equipped in the areas of methods and techniques, but weak in the areas of human relations, and indicated that students should have more

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clinical experiences, especially an extended period of student teaching. Dean Trauba conducted a second survey among some fifty public school administrators in Wisconsin and northern Minnesota. The major findings of this survey indicated that the administrators were rather firm in their conviction that more and earlier clinical experiences should be built into a Teacher Preparation Program.

Additionally it has been the practice over a period of years to gather informal assessments from student teachers, returning to the campus midway through their student teaching experience, for a series of in-service meetings. Three major ideas had been garnered from these meetings. These ideas were:

1. that there should be an earlier and a more extensive clinical experience as well as more time devoted to the student teaching experience,
2. that the "block courses" of the old Professional Education Program seemed to be either irrevelant to the students or seemed to be poorly placed, and
3. that the elementary teachers indicated a weakness in the area of Reading and Language Arts.

In the Fall of 1969 the original faculty committee identified five basic areas which they felt made up the professional preparation program of a teacher. These five basic areas were as follows:

Foundations of Education
Theory of Education
Human Relations in Education
Practicum in Education
Clinical Experiences

The six faculty committee members then developed five basic committee areas with one of the faculty members serving as chairman of each of the basic areas and Dr. Paul Ambrose as the overall chairman. The basic

committee was then made up of the five chairmen functioning as a steering committee for the development of the remainder of the program.

In the period between the Fall of 1969 and the Fall of 1970 this steering committee met weekly and the basic committees met several times per month to develop their basic goals and objectives. The steering committee edited and coordinated the work of the basic committees and submitted frequent reports to the entire faculty of the College of Education for their reaction. The five basic committees' final report, a 12-page document, was presented for consideration by the entire College of Education faculty. Oral and written reactions were invited by the steering committee and a great amount of response was received.

The next report to the faculty was a compilation of some 20 item statements of objectives as developed by the steering committee. In the late Fall of 1970 these objectives were rated by the College of Education staff under the direction of Dr. Richard Gilberts, who reported that while there were variations, the acceptance of the basic objectives by the faculty was positive. In the Summer and Fall of 1972 the faculty was organized into three basic committees to begin the task of writing criteria statements for the major goals and objectives. This responsibility was completed in the early Fall and the committees then proceeded to build course structure on the basis of these criteria and objectives.

The steering committee was then enlarged and revised to include Dr. Glenn Gerdes and Mr. Bruce Frederick of the Physical Education Department, Mr. Lowell Banks and Dr. Samuel Guello from the Student Teaching Division, and Dr. Donovan Coleman.

The building of course structure by the three new committees agreed on three basic guidelines:

1. the curriculum should follow a logical sequence going from

general to specific;

2. the curriculum should be defined in broad related learnings rather than in narrow disciplines; and
3. there should be an early and continuing exposure to the classroom.

At this time there was no preconceived notion as to course titles, course numbers, number of credits, etc. In order to develop specific courses and experiences, the committee assigned a small sub-group to organize the objectives into a logical pattern. This committee then reported back to the total committee, which made criticisms and suggestions. This process was repeated three times before final groupings were accepted. These groupings were then assigned course names and the process of discussion and alteration continued until the course proposals were produced.

A number of specific considerations had to be kept in the forefront of the committee's actions: First, there was a 22-semester credit limit for the secondary program, and, second, certain State certification rules called for identifiable work in Educational Psychology, Methods of Teaching, and Student Teaching.

The developed curriculum was a reflection of the best thinking of the entire faculty and practically all of the major components of the previous curriculum were involved in the new program, although in varying degrees. Finally, the Competency Oriented Personalized Education Program was submitted to the various departments -- College of Education, Curriculum Committee, Teacher Education Committee, Academic Affairs Council, University Senate, Chancellor, and to the Wisconsin Department of Public Instruction for approval prior to implementation.

Development of the C.O.P.E. Model

In the Spring of 1972 College of Education faculty members were involved in several conferences related to Competency-Based Teacher Education. Professors Ambrose, Banks, Coleman and Trat[illegible]tended a conference at the University of Wisconsin-Stevens Point and Dr. Coleman spent two days at UW-Stevens Point in a special workshop on preparing instructional modules.

With the impetus gained at these conferences the decision was made to explore the potential that Competency-Based Teacher Education be offered as an alternative to the traditional teacher preparation program at the University of Wisconsin-Superior. During the summer of 1972 Professors Ambrose and Coleman were released from some teaching responsibilities under the Improvement of Instruction Grant program. This time was utilized to begin to draw the first rough outlines of the new program.

In August of 1972 Professor Coleman spent one week at a Competency-Based Teacher Education Conference sponsored by Weber State College in Ogden, Utah. A report on this conference was delivered to the faculty in September of 1972.

Early in the fall of 1972 a new steering committee was formed to work out a model for the College of Education. This committee was composed of faculty members representing all of the courses, students, and public school representatives. Visitations to other programs in the midwest were used to help in the initial formation of the program at University of Wisconsin-Superior. Mr. Banks, Dr. Coleman, Dr. Richard Hanson and Mrs. Ruth Vaughan visited Southwest Minnesota State College in Marshall, Minnesota and Dr. Coleman and Dr. Hanson consulted with faculty at St. Scholastica College, Duluth, Minnesota. Dr. Ambrose, Dr. Coleman, and Dr. Robert Krey visited an experimental program at the University of Wisconsin-River Falls

and Dr. Krey also visited the University of Chicago Circle Campus.

The steering committee met weekly during the entire 1972-73 school year and in the Fall of 1972 presented a paper to the College of Education.[1] This paper outlined (1) a general recommendation that a Competency-Based Teacher Education program be developed and (2) the criteria upon which the program should be based. The faculty voted to accept the recommendation and the criteria and the steering committee was charged with the responsibility of developing the model.

Several models were developed, consolidated and refined, resulting in a final model that was accepted by the faculty in December 1972.[2]

During the 1972-73 academic year a number of faculty members carried reduced teaching loads in order to allow time for program and course development. As the new program involved new roles for faculty, an In-service Workshop was held in January, 1973. The faculty worked on developing learning packages (called L-PACs) during the Spring and Summer of 1973.

Several facilities on the University Campus were considered for the Resource Center for the program. After deliberation with University administration the first floor of the Jim Dan Hill Library was selected as the facility and major remodeling was undertaken to make it an acceptable facility.[3]

During the Spring of 1973 a special request for funds for initial development of the program was approved by the University administration. This was a "one-time" only grant for supporting materials. Subsequent support was to come from regular departmental sources.

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[1]See appendix 1

[2]See appendix 2

[3]See appendix 3

Because of the program's emphasis on field experience, meetings were held with administration and staff of the Superior public schools to elicit their support and cooperation. Members of the facility held sixteen meetings with public school staff during May of 1973.

The Summer of 1973 was devoted to developing L-PACs, developing support materials and ordering equipment and materials to support the program. Two days were devoted to student orientation programs as the Fall Semester 1973 opened and the program went into full operation. A student-initiated survey conducted in October 1973 indicates a high degree of student satisfaction, some concerns, and an interest by the students to be involved in the development of the program.

Implementation of the C.O.P.E. Model

The Competency-Oriented Personalized Education Program at the University of Wisconsin-Superior is focused on three major elements. These are (1) the individualized learning system, (2) the field experiences, and (3) the personal development experiences. These three elements are integrated to constitute a total learning package.

The Individualized Learning System

The core of the C.O.P.E. Program is the Learning Packets (L-PAC)[4] which direct the individual student in his learning efforts in the course. L-PACs are units of work with specified objectives, learning activities, and an evaluation plan. Each course consists of a number of L-PACs and completion of the required number of L-PACs constitutes completion of the course.

L-PACs are available in three categories, (1) required, (2) electives, and (3) student designed. The required L-PACs are instructor designed which

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[4]See appendix 4

are either required of all students in a given course, or those required of individual students called for because of specific needs or deficiencies. The elective L-PACs are instructor designed and student selected. This permits the student to meet special need or interest within the structure of the course. The student designed L-PACs are student initiated, in which the student writes an L-PAC and with the approval of the instructor carries out his plan. This permits the student to design his own learning experience to meet special needs and interests related to, but not included in, the course structure.

For most L-PACs a variety of resources and learning activities are available. Many of the resources and activities are optional and the student may select those which best fit his learning style. It is required that the student complete each objective in the L-PAC, but the learning activities used to develop these competencies will vary from student to student. In addition, students are encouraged to work together on learning activities leading to completion of an L-PAC.

The Field Experience

The field experience is also competency-oriented. Each course, or set of courses, includes required field experiences. As students register for courses they block time on their schedule for field experience. During the field experience the student is expected to regularly participate in a public school classroom. While the student is expected to be of general assistance to the classroom teacher as each teacher defines this assistance, in addition certain L-PACs will direct the student to carry out particular activities in the classroom. In some cases the cooperating teacher will indicate that the student has performed competently while in other cases the course instructor may ask for other kinds of evidence as to the competency of the student in a given skill.

The capstone of the field experience is the student teaching experience. In the student teaching experience the supervision is competency-oriented. A list of competencies deemed necessary for success for teaching provide the basis for guidance and evaluation of the student teacher. The University Supervisor and the Cooperating Teacher share the responsibility for determining that these competencies exist.[5]

Personal Development Experiences

Early in the program the student participates in small interaction groups. These groups are designed to develop self-understanding and human relations skills,[6] which should help the prospective teacher to use a positive approach to teaching.

A major change brought by this program is a shift in focus from a teacher-centered university classroom to a learner-centered learning environment. Responsibility for many decisions concerning learning experiences rests with the student in this program. It is a major goal of this program that students become self-directed learners.

Upon entry into the program each elementary education major is assigned an advisor. The advisor and the student have the responsibility for planning the student's overall program. The advisor and the student will meet periodically throughout the school year. Secondary majors are assigned a course advisor each time they enroll in an education course. It is a major responsibility of the advisor to help the student as he progresses through the course.

Evaluation

Evaluation of a student's progress is based on completion of objectives.

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[5]See appendix 5

[6]See appendix 6

Therefore, the traditional letter grading system has been dropped and courses are either Passed or Incomplete. In order to provide the student, prospective employers, and other University officials a report on the student's achievements, a profile of achieved competencies is developed for each student. At the completion of the program this profile will become a permanent part of the student's University and placement files.

Management

The C.O.P.E. Program is managed by a steering committee composed of one faculty member from each of the courses in the program, student representatives, and a representative of the Superior public schools. This committee has the responsibility for developing operational policies for the program, arranging for the provision of resources to service the learning experiences, receiving and disseminating information, concerns, and recommendations about the program, and directing the continuous evaluation and improvement of the program.

APPENDIX I Recommendations to Faculty For Developing C.O.P.E. Program

COMPETENCY-BASED TEACHER EDUCATION

TO: Faculty - College of Education

FROM: Committee Assigned to Investigate CBTE as a Possible Direction in which the College of Education Might Move

MEMBERS: Ambrose, Banks, Coleman, Hanson, Hughes, Vaughan

After two meetings the committee suggests:

a) that our faculty should begin to move toward CBTE.
b) that the program as it develops should be based upon the following criteria:

1. The competency-based program would prescribe behavior(s) expected for the successful completion of the Teacher Education program.

   A. These behaviors would be made public.
   B. These behaviors would be measurable, although the measurement may be subjective in nature.
   C. These behaviors would be drawn from the objectives and criteria already accepted by the College of Education.

2. In addition to specified competencies, the program should provide a variety of learning experiences for students to select from (and/or develop) which will go beyond the specified competencies.

3. The competency-based program will include pre-assessment elements to identify entering behavior.

4. The program should provide for individual differences in rate of learning, learning style, experiential background, interests, and goals.

5. The program will provide structures to guarantee human interaction, both between students and faculty and between student and student.

6. The program will provide for a sequence of involvement with school classrooms and students which will:

   a) expose the student to many facets of the learner and the classroom.
   b) provide for increasing involvement and responsibility leading to independent operation at the student-teaching-internship level.

7. The major components of the program (probably courses) will be under the supervision of faculty teams.

8. Should model the kind of learning environment it hopes its graduates will create in elementary and secondary schools.

9. Should be flexible enough to allow continuous upgrading and renewal of the system itself.

10. Should require that students share in the decision-making process regarding their own learning experiences.

11. Should build in continuous seminar groups to help students integrate their experiences and to assist in the advisement function.

12. Should have a pass - fail grading system.

13. Should provide for continuous feedback from students, alumni, and public school personnel regarding the quality and vitality of the program.

14. As the program is developed, assistance should be sought from public school people, students, and alumni.

APPENDIX II The C.O.P.E. Model

THE

SUPERIOR MODEL

COMPETENCY-BASED TEACHER EDUCATION

Developed by CBTE Committee
Drs. Ambrose, Banks, Coleman, Hanson, Hughes (Faculty)
Lyle Maves (Superior Public Schools)
John Priebe (University of Wisconsin-Superior Student)

November, 1972

THE SUPERIOR MODEL

COMPETENCY-BASED TEACHER EDUCATION

I. Student.

A. Register for the course.

B. Pay lab fee (e.g. $2.00/credit) (will not have to buy book).

C. Attend required course orientation meetings.

D. Participate in advisory groups.

1. Purpose of groups.

a. Group discussion, selected topics, interest areas.
b. Help student identify peers to work with.
c. Advisement - individual.
   1) program planning - required and optional L-PACS.
   2) individual progress records.
d. Develop positive human relations.
   1) faculty - student.
   2) student - student.
   3) interaction lab experiences.

E. Check out L-PAC(s) from Resource Center.

F. Complete L-PAC(s).

G. Complete evaluation (records in RC).

H. Recycle steps E, F, G.

I. Credit for course upon completion of program.

II. Learning PACs (L-PACs).

A. Title.

B. Purpose (brief).

C. Prerequisites (if appropriate).

D. Objectives.

E. Pre-assessment (if appropriate) (may go directly to evaluation).

F. Resources and activities (e.g. readings, field experiences, A-V materials, seminars). (Not required unless so specified).

G. Evaluation (tied to objectives).

III. Faculty

A. Production.

1. Workshop L-PACs (December) (outside consultant).

2. Activate committees (appointed in September by Dean Trauba).

a. Determine competencies (from current objectives).
b. Determine L-PAC areas for course.
c. Determine required and optional L-PACs.

3. Divide workload.

4. Prepare L-PACs.

5. Submit L-PAC to L-PAC board for review and feedback.

6. Procure and/or develop materials.

7. Production and filing.

B. Faculty operational procedures.

1. Arrange field experiences.

2. Maintain office and Resource Center hours.

a) Conduct seminars.
b) Lead advisory groups.
c) Assist students.
d) Program development and revision of L-PACs.
e) Evaluation (as student finishes L-PACs).

IV. Facilities.

A. Resource Center.

1. L-PAC bank.

2. L-PAC resources.

3. Media equipment.

B. Seminar rooms (4).

C. Evaluation area.

D. Demonstration room (peer teaching, taping, etc.).

E. Student-faculty workshop area.

F. Access to large group presentation rooms.

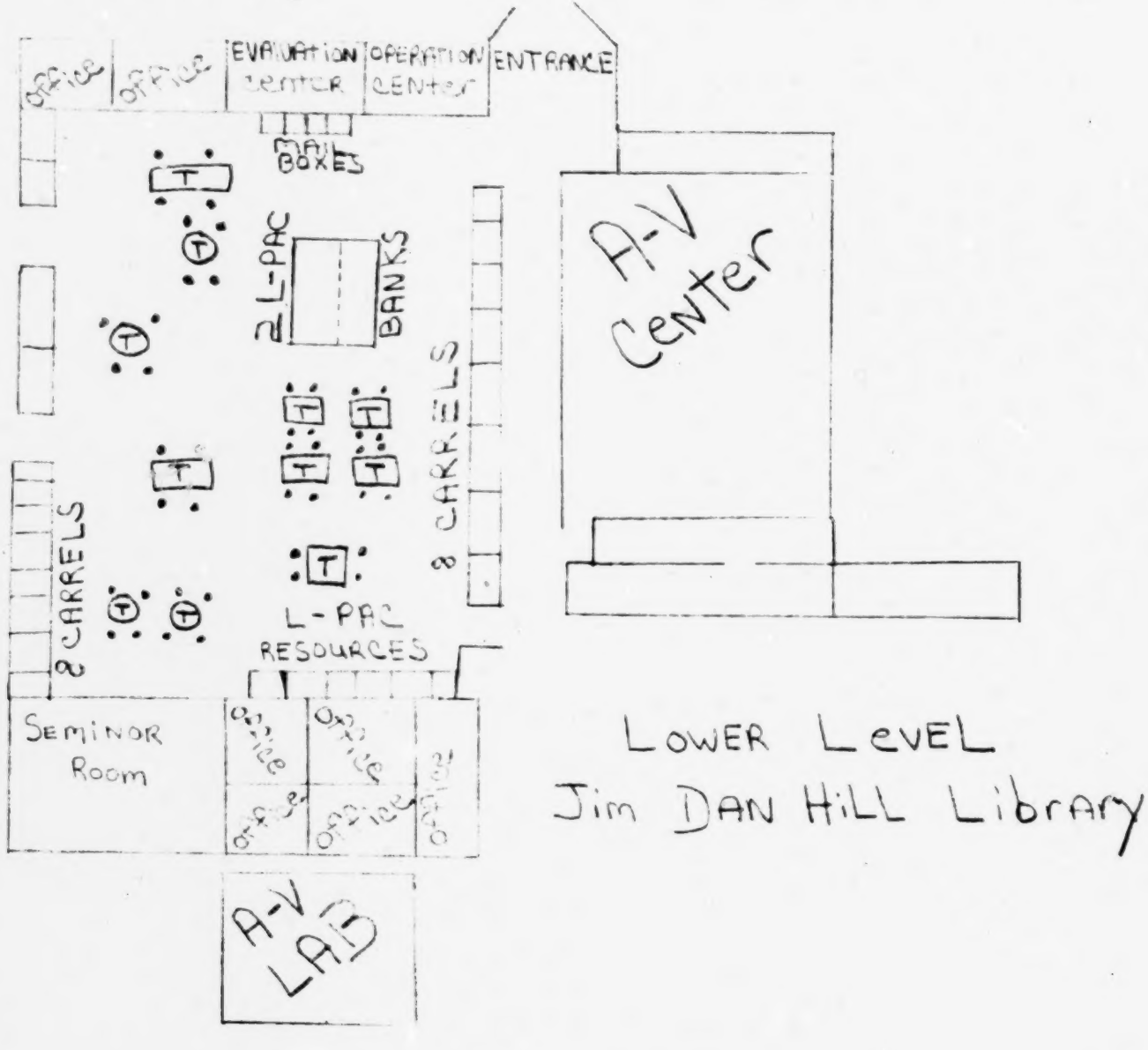
V. Special Staff Needs.

A. Coordinator, Resource Center.

B. Graduate assistants (2-4).

C. Coordinator of Field Experiences - 1/2 time position. Could be one of our current faculty devoting the rest of his/her time to the regular program.

Floor Plan Competency Based Teacher Education Program



Lower Level
Jim Dan Hill Library

APPENDIX IV Sample L-PAC

C.O.P.E.
COLLEGE OF EDUCATION
UNIVERSITY OF WISCONSIN-SUPERIOR

L-PAC 310.25: Basal Approach to Reading Instruction

PURPOSE: This L-PAC will help you become acquainted with techniques for teaching reading using the basal reading approach.

OBJECTIVES: Upon completion of this L-PAC, you will be able to:

1. List five advantages of the basal approach to reading instruction.
2. List five disadvantages and/or criticisms of the basal approach to reading instruction.
3. Select a story from a basal reader and write a lesson plan for teaching the story which follows the attached format for a Basal Reading Lesson.
4. In a cooperating classroom, teach a reading group for two or more consecutive days using the basal approach.

RESOURCES AND ACTIVITIES:

Attend:
Seminar on basal approach to reading instruction.

Read:
Harris and Smith. Reading Instruction Through Diagnostic Teaching. (pp. 25-32).
Smith, Nila Banton. Reading Instruction for Today's Children.
Spache and Spache. Reading in the Elementary School (3rd Ed.) (Chapter 4).

Study:
"Format for a Basal Reading Lesson" (attached)

EVALUATION: Ask for and participate in an evaluation conference with your instructor. Bring the following items to the conference:

1. The lists called for in objectives one and two.
2. The lesson plan called for in objective three.
3. A brief, written description of the lessons taught for objective four. The cooperating teacher should sign this paper indicating you have completed objective four.

University of Wisconsin-Superior
Superior, Wisconsin

Format for a Basal Reading Lesson*

I. Introduction of Vocabulary. (Establishing background, preparation for reading). The new words of the story are presented to the students. Some reading series omit this step.

II. Silent Reading. (Guided reading, Guiding interpretation). (1) Purpose is established for reading; (2) story is read silently; (3) follow-up discussion focuses on comprehension of story.

III. Oral Reading. (Purposeful rereading, Guiding interpretation). Oral reading follows silent reading. Improves comprehension and study skills. Practice reading to audience.

IV. Skill Building. (Word recognition techniques, Vocabulary development, Comprehension skill development). A lesson related to a specific skill. Should follow diagnose, teach, assess pattern.

V. Supplementary Activities. (Enrichment activities, culminating activities, extending interests). Art, music, dramatic, creative writing or other creative activities designed to create interest in reading and expand children's reading interests.

*Adapted from Spache and Spache, Reading in the Elementary School (pp. 85-97). (See source for a description of each step)

Appendix II Teaching Competencies

Student Teaching ☐

Internship ☐

UW-SUPERIOR
CHECKLIST FOR TEACHING COMPETENCY
STUDENT TEACHERS/INTERNS

Student Teacher/Intern _____

Cooperating Teacher _____

School _____ Address _____

Grade or Subject _____ Semester & Year _____

Date of Midterm Report _____ Date of Final Report _____

ENCIRCLE RATING	Clearly Outstdg.	Above Avg.	Avg.	Below Avg.	Clearly Unsat.	Not App.
ABILITY TO MAKE LONG AND SHORT RANGE PLANS:						
1. Is able to adapt to new situations	5	4	3	2	1	NA
2. Is able to construct clear objectives based on expected student behavior.	5	4	3	2	1	NA
3. Makes adequate lesson plans	5	4	3	2	1	NA
4. Makes adequate long term sequential plans.	5	4	3	2	1	NA
5. Makes comprehensive plans for use of materials.	5	4	3	2	1	NA
6. Involves students in planning	5	4	3	2	1	NA
7. Identifies the rationale behind the use of pupils' time	5	4	3	2	1	NA
USE OF VARIED AND STIMULATING LEARNING SITUATIONS						
8. Is able to adapt plans to change when necessary	5	4	3	2	1	NA
9. Advises and assists students when appropriate	5	4	3	2	1	NA
10. Maintains a climate favorable to asking questions, experimenting, and open pupil-teacher communication	5	4	3	2	1	NA
11. Reviews and selects materials critically.	5	4	3	2	1	NA
12. Turns daily experiences into learning situations	5	4	3	2	1	NA

	Clearly Outstdg.	Above Avg.	Avg.	Below Avg.	Clearly Unsat.	Not App.
13. Is able to utilize differing learning situations	5	4	3	2	1	NA
14. Utilizes different learning modes	5	4	3	2	1	NA
15. Modifies plans and activities for re-teaching when necessary	5	4	3	2	1	NA
USES VARIED, EFFECTIVE EVALUATIVE TECHNIQUES						
16. Is able to construct appropriate tests.	5	4	3	2	1	NA
17. Is able to review and evaluate tests	5	4	3	2	1	NA
18. Is able to design and use feedback systems for self evaluation of instructional procedures	5	4	3	2	1	NA
DEMONSTRATES EFFECTIVE CLASSROOM MANAGEMENT AND ORGANIZATION						
19. Is able to complete routine tasks	5	4	3	2	1	NA
20. Is flexible in dealing with classroom situations	5	4	3	2	1	NA
21. Uses positive reinforcement when appropriate	5	4	3	2	1	NA
. Is able to deal effectively with negative behaviors	5	4	3	2	1	NA
23. Is able to organize himself and his classroom such that materials are ready and easily accessible	5	4	3	2	1	NA
24. Is able to vary use of time when necessary	5	4	3	2	1	NA
25. Establishes a positive classroom atmosphere	5	4	3	2	1	NA
26. Effectively establishes and enforces reasonable classroom rules	5	4	3	2	1	NA
DEMONSTRATES SKILL IN VERBAL AND NONVERBAL COMMUNICATIONS						
27. Has a pleasant and pleasing manner and personality	5	4	3	2	1	NA

	Clearly Outstdg.	Above Avg.	Avg.	Below Avg.	Clearly Unsat.	Not App.
28. Effectively interacts with pupils and establishes good rapport	5	4	3	2	1	NA
29. Demonstrates interest and enthusiasm for classroom activities	5	4	3	2	1	NA
30. Has a pleasant and pleasing appearance	5	4	3	2	1	NA
31. Exhibits correct English usage habits in the performance of classroom activities	5	4	3	2	1	NA
GAINS CONFIDENCE BY ESTABLISHING MUTUAL RESPECT						
32. Couches questions in a manner that shows respect and thoughtfulness for students	5	4	3	2	1	NA
33. Understands the need for and when necessary gives extra time to students	5	4	3	2	1	NA
DEMONSTRATES LOYALTY AND COOPERATION IN RELATION TO ADMINISTRATION						
34. Identifies with the school in which he is placed by using the possessive adjective "my"	5	4	3	2	1	NA
35. Follows accepted procedures in suggesting changes within the system	5	4	3	2	1	NA
36. Seeks out administrative help in difficult situations	5	4	3	2	1	NA
37. Follows the philosophy of the school with respect to discipline, grading, attendance and other related policies	5	4	3	2	1	NA
38. Publicly supports administrative policies	5	4	3	2	1	NA
RELATES WELL TO COLLEAGUES AND OTHER MEMBERS OF SCHOOL STAFF						
39. Has clear view of own job role and that of supportive staff members	5	4	3	2	1	NA
40. Attempts to contribute to good school morale through personal interaction	5	4	3	2	1	NA
41. Accepts counsel with openness and grace	5	4	3	2	1	NA
42. Understands and practices good humor relations and ethical behavior	5	4	3	2	1	NA

	Clearly Outstdg.	Above Avg.	Avg.	Below Avg.	Clearly Unsat.	Not App.
43. Deals with colleagues in an honest and pleasant manner	5	4	3	2	1	NA
44. Identifies areas in which he is weak and seeks help from cooperating teachers, peers and faculty	5	4	3	2	1	NA
INTERACTS WITH PARENTS IN A MANNER INSPIRING CONFIDENCE AND IS CONSISTENT WITH THE EXPECTATIONS OF THE COMMUNITY						
45. Shows awareness of the importance of good school-community relations	5	4	3	2	1	NA
46. Is aware of the need to be informed concerning community affairs	5	4	3	2	1	NA
47. Deals with parents without arrogance or condescension	5	4	3	2	1	NA
48. Shows awareness of the need to participate in school-community functions	5	4	3	2	1	NA
IDENTIFIES HIMSELF IN HIS ROLE AS A TEACHER AND EDUCATOR						
49. Is dependable and reliable in carrying out assigned responsibilities	5	4	3	2	1	NA
50. Appears open to innovation	5	4	3	2	1	NA
51. Appears comfortable in the teaching role	5	4	3	2	1	NA

Note: This checklist is derived from the Objectives and Criteria for Student Teaching/Internship at UW-Superior.

WRITTEN COMMENTS:

APPENDIX VI Interaction Lab Experience

CUCI 260 - Basic Teaching Skills

260.01-260.14: Interaction Experience for Teacher Development

I. What is it:

A. Rationale.
The Interaction Experience for Teacher Development involves students in activities that develop human relations skills. As teachers are primarily people interacting with other people in a specialized way, knowledge of and ability in these skills is necessary in becoming a successful teacher.

II. Objectives: The student

A. Can better understand his own behavior and the underlying motivations.

B. Should adopt new behavior to satisfy basic needs that would lead to further self-fulfillment.

C. Can accept information regarding one's self in a constructive manner.

D. Can understand the concerns of others and how these concerns affect their behavior.

E. Can listen to other's points of view and help them clarify their positions.

F. Can effect the human relations skills which are expected of teachers in their role as professionals.

III. Structure, Organization, Methods and Techniques

A. Student population will be all those who are preparing themselves for the teaching profession - both secondary and elementary. Is estimated that 80 secondary and 20 elementary student teachers will be enrolled in Five (5) groups (20 students) per semester. Each group will meet for five (5) hours weekly for two (2) weeks (10 class meetings).

B. Such techniques as role playing, simulation exercises, and problem solving will develop skills and allow students to receive feedback regarding their effectiveness with other people.

IV. Course Outline

260.01 Student Introduction

A. Objectives (Specific)
1. Set the tone for future sessions.
2. Provide basic guidelines for group interaction.
3. To demonstrate the compatibility of personal and professional values in terms of the individual's ability to be sensitive to people in a variety of teaching situations.

4. To focus on human relations skills as a key to teacher role flexibility.

B. Resources
1. Student Handout No. 1 "Situational Incident Rating."
2. Student Journal Exercise No. 1.
3. Name tags.

260.02 Rumor

A. Objectives (Specific)
1. To make group members aware of the extent to which they filter out certain kinds of information and how that information can change as it is related to others.
2. To stress the importance of selective listening in the classroom and how the perceptions of teachers can be distorted through this process.

B. Resources
1. Trainer Aid No. 4, taped story.
2. Audio cassette tape recorder.
3. Student Exercise No. 2. Worksheet.

260.03 Feedback

A. Objectives (Specific)
1. To explore the nonverbal aspects of feedback.
2. To assist group members in identifying subtle behavioral cues that contribute to feedback.
3. To stress feedback as an important part of the communication process of the classroom teacher.

B. Resources
1. Student Handout No. 5, "Feedback Scenarios."
2. Student Journal Exercise No. 3.
3. Trainer Aid No. 5 (tape cassette & film).
4. 16 mm film projector and screen.

260.04 Trust and Sharing

A. Objectives (Specific)
1. To acquaint students with the fact that there is information about ourselves that is known to ourselves only, known to ourselves and others, known to others only, and known to no one (hidden).
2. To acquaint students with the fact that there is common information about us, blind information, hidden information, and unknown information.

B. Resources
1. Trainer Aid No. 7 "Feedback Window".
2. Student Journal Exercise No. 4.

260.05 Initial Sharing

A. Objectives (Specific)
   1. To promote initial feedback among group members.
   2. To aid the student to accept information regarding one's self in a constructive manner.

B. Resources
   1. Student Journal Exercise No. 5.

260.06 Sociometric Feedback

A. Objectives (Specific)
   1. To assist group members in sharpening their perceptive skills and openly sharing their perceptions.
   2. To increase their level of interaction among members of the group.

B. Resources
   1. Student Handout No. 10 "Feedback Situations."
   2. Student Journal Exercise No. 6.

260.07 Decision Making (The In-Basket)

A. Objectives (Specific)
   1. To provide the group with a series of reality-oriented teacher conflicts that can be dealt with through the effective use of human relations skills.
   2. To examine the different role expectations of teachers and administrators.
   3. To discuss the common human relations approach which can be used by teachers and administrators.

B. Resources
   1. Student Handout No. 18 "The In-Basket."
   2. Student Journal Exercise No. 7.

260.08 Problems with Parents

A. Objectives - Specific
   1. To reality-orient the group members to several problems that occur typically between parents and teachers.
   2. To give the group members an opportunity to experience personally (through role play) the kind of interaction that occurs often between teachers and parents.
   3. To provide the group with discussion material centering around the interpersonal skills necessary for teachers to interact effectively with parents.

B. Resources
   1. Trainer Aid No. 20 "Eight Parent-Teacher Cue Cards".
   2. Student Journal Exercise No. 8.

260.09 Teacher Interaction Maze

A. Objectives (Specific)
1. To promote discussion about the relationship between human relations skills and the decision making of teachers as they interact with pupils.
2. To demonstrate several alternative paths of decision-making in the area of pupil behavior.
3. To illustrate the importance of postponing immediate judgment to permit rational, rather than impulsive action.

B. Resources
1. Student Handout No. 23 "Teacher Interaction Maze".
2. Student Journal Exercise No. 9, Action Maze Path.

260.10 Situational Teaching Incidents -- Review, Retest & Closure

A. Objectives
1. To provide the group members with an evaluation and review of the critical incidents with the added dimension of new information gathered during the training.
2. To provide group members with a quick means of review and personal evaluation of the entire training program.

B. Resources
1. Student Handout No. 1 "Situational Teaching Incidents".
2. Student Journal Exercise No. 26 "Situational Teaching Incident Retest".
3. Each student also will need to review his original answers to Student Handout No. 1.
4. Student Journal Exercise No. 10A Situational Teaching Incidents and 10B Closure.